

**SECTION 1****TABLE OF CONTENTS**

1) Table of Contents Page .....	1
2) Acknowledgments and Stakeholder Involvement.....	2
3) District/Community Profile.....	4
4) Vision and Mission.....	6
5) Data Collection / Analysis .....	8
6) Goals and Strategies	
(1) 6A. Stakeholder/Community Involvement .....	19
(2) 6B. Curriculum and Instruction.....	22
(3) 6C. Professional Development .....	24
(4) 6D. Technology Deployment and Sustainability .....	27
7) Assessment / Evaluation .....	30
8) School Policies and Procedures .....	41
9) Timelines, Budget and Financial Plan.....	42
10) Appendix .....	66

**SECTION 2:****ACKNOWLEDGMENTS AND STAKEHOLDER INVOLVEMENT**

<b>Name</b>	<b>Title/Organization</b>	<b>Role/Responsibility/Contribution to the Plan</b>
Nicholas Wolsonovich, Ph.D.	Superintendent of Schools	Review / Approve the plan
Mark Garstki	OCS Director of Technology	Coordinated the development of the plan
Barbara O'Block, Ph.D.	Associate Prof., Calumet College of St. Joseph	Plan Editor and Curriculum Consultant
Dan Foertsch, Ph.D.	OCS Director of Research and Data	Technology Management Team
Michelle Jenkins, Ph.D.	OCS Director of Professional Development	Technology Management Team
Ellie Anderson	Office of Information Technology Director	Participated in the Planning Advisory Committee
Hugh O'Neill	Office of Information Technology	Participated in the Planning Advisory Committee
Gang Chen	Office of Information Technology	Participated in the Planning Advisory Committee
Mark Viner, Ph.D.	OCS Manager of Professional Dev. In Technology Integration	Technology Management Team
Elizabeth Brown	Principal, Guerin College Prep High School	Participated in the Planning Advisory Committee
Robert Dumke	Director for the Center for Teaching and Learning/Parent	Participated in the Planning Advisory Committee
Burleigh Angle	Tech Coordinator, Gordon Tech High School	Participated in the Planning Advisory Committee
Simon Hess	Assistant Principal, Gordon Tech High School	Participated in the Planning Advisory Committee
Tony Rosinia	Tech Coordinator, St. Ignatius High School	Participated in the Planning Advisory Committee
Mary Reinhard	Principal St. Matthias	Participated in the Planning Advisory Committee
Marianne Johnson	Principal St. Helen	Participated in the Planning Advisory Committee
Donna Kiel	Principal, St. Joseph High School	Participated in the Planning Advisory Committee
Pat Reed	Assistant Principal, St. John Fisher	Participated in the Planning Advisory Committee

Archdiocese of Chicago - June, 2005

Mary Therese Freymann, BVM	Tech Coordinator, St. James + Our Lady of the Westside	Participated in the Planning Advisory Committee
Deidre Jordy, SP	Technology Coordinator St. Benedict High School	Participated in the Planning Advisory Committee
Irene Halko	Technology Coordinator Queen of Peace High School	Participated in the Planning Advisory Committee
Elise Taylor	Teacher, St. Michael	Participated in the Planning Advisory Committee
Richard Guerin	Principal, St. Bede the Venerable	Participated in the Planning Advisory Committee
Mary Stachura	Assistant Principal, St. John Brebeuf	Participated in the Planning Advisory Committee
Kelley McMahon	Teacher, St. Joseph (Wilmette)	Participated in the Planning Advisory Committee
Barbara Rasinski	Principal, St. Luke	Reviewed Mission, Vision and Belief Statements

In 2004, the Catholic schools in the Archdiocese of Chicago comprise the largest parochial school system in the United States. Of the 276 schools, 235 are elementary schools and 41 are secondary schools. Individual elementary school enrollments range from 17 to 1,040 students and individual secondary school enrollments range from 96 to 2,063 students. One hundred forty-nine Catholic schools are located in the City of Chicago, 104 in the suburbs of Cook County and 23 in the Lake County suburbs.

The total number of elementary and secondary students is 106,738. Over 81,000 families send their children to either an elementary or secondary Catholic School. Eighteen percent of the students are non-Catholic. The diversity expressed in metropolitan Chicago is also reflected in Archdiocese of Chicago Catholic schools. Immigrants from Poland, Vietnam and Korea intermingle with Cubans, Puerto Ricans and Mexicans. Haitian populations sit alongside Asians whether from the Philippines, China or India. 84% of students from inner city families represent people of color. They add a rich resource to the future of our cities and to the Church of Chicago. Overall, 24% of students attending Catholic schools in the Archdiocese of Chicago receive free & reduced lunches. However, in the inner city as many as 75%-100% of students attending Catholic schools are eligible to participate in the free & reduced lunch program.

Forty-nine elementary school early childhood programs have received accreditation from NAEYC (National Association for the Education of Young Children). Ninety-three percent of elementary schools have an extended day program. Ninety-nine percent of schools have a kindergarten while 90% have a pre-school program. At the completion of their elementary education, 100% of the eighth graders enter high school. Catholic high schools in the Archdiocese have a 99% high school graduation rate with 94% of seniors entering college. The dropout rate among Catholic high school students is 1%.

In the spring of each year, students in Grade 3, 5 & 7 participate in the Terra Nova II standardized testing program. Archdiocesan students consistently perform above the national norm. On the secondary level, the average ACT composite score for students attending city and suburban schools in the Archdiocese is 22, which is above the national (21) and state (20) averages.

The elementary and secondary schools in the Archdiocese of Chicago have 5,665 teachers and 352 administrators. Ninety-eight percent of the elementary faculty and 99% of the secondary teachers are either certified or hold degrees in areas such as music, art and religion. Elementary teachers in the Archdiocese have an average of 12.9 years of teaching experience. Secondary teachers in the Archdiocese have an average of 11.7 years of teaching experience. Ninety-seven of the elementary and secondary teachers in the Archdiocese are laypersons and 3 % are women/men religious.

The average cost to educate a student in a Catholic elementary school is \$3,300 and the average elementary school tuition and fees is \$2,400. Similarly, the average cost to educate a student in a Catholic secondary school is \$10,700 and the average secondary school tuition and fees is \$6,700.

Archdiocese of Chicago - June, 2005

Ongoing financial support for Catholic education is needed to bridge the substantial gap between the costs to educate a student in a Catholic school and the revenue from tuition and fees. The Archdiocese of Chicago, the Big Shoulders Fund, and religious congregations/orders have provided substantial financial support to local Catholic schools. During the past 30 years, the Archdiocese and local parishes have provided more than \$370 million dollars for financial support. Since its inception in 1986, the Big Shoulders Fund has provided an additional \$89 million dollars in student scholarships and direct grants to Catholic schools. Additionally, religious congregations/orders sponsoring Catholic secondary schools have provided over \$42 million in financial aid during the 2003-2004 year alone. The rising costs to educate a student and the need to maintain affordable tuition make it clear that new effort and strategies (e.g., stewardship) must be initiated to gain a greater ability to sustain Catholic schools in the Archdiocese of Chicago.

*The Church exists in order to evangelize, that is, to carry forth "the Good News to every sector of the human race so that by its strength it may enter into the hearts of men (and women) and renew the human race." (GDC, par.46, 1997).*

*All ministries of the Catholic Church exist for the purpose of sharing the Good News (GMD, 1992). Catholic schools find their "justification in the mission of the Church...based on an educational philosophy in which faith, culture and life are brought into harmony." (TRDECS, 1988). Catholic schools have a unique role in the Church since they provide a systematic educational process by which culture is transmitted in the light of faith. Through understanding the world and culture in the light of Gospel teaching, Catholic schools are in the unique position to help the student towards a "conscious choice of living a responsible and coherent way of life." (TCS, par 49).*

*Since all ministries of the Catholic Church exist to share the Good News, the technology mission statement supports, sustains and challenges the schools of the Archdiocese in their overall mission. Since culture is transmitted in the light of faith, technology, its use, deployment and management, is understood in light of Gospel teaching.*

### Mission of Catholic Schools

Catholic schools exist primarily to evangelize about the Good News of Jesus Christ and educate Catholic students for the Church's mission. All are welcomed who identify with and seek to live by values in harmony with the Gospel and its preferential option for the poor. Catholic schools provide students an opportunity for educational Excellence in the Catholic Christian tradition. Catholic faith-learning communities commit to help each student develop his or her potential for conscious, responsible living, healthy relationships and leadership. The Catholic school communities act as good stewards to make schools Vital, affordable, and accessible across the Archdiocese.

### Technology Mission

Catholic schools in the Archdiocese of Chicago utilize technology to enhance, enable and engage school communities to be Catholic, excellent and vital.

---

*What is the anticipated product or outcome of evangelization for the Catholic school community?*

*The Vision Statement articulates the direction that must be pursued in order for the school to accomplish its goals and attain its preferred future. A shared Vision provides FOCUS and IMPETUS. When a Vision is shared, the community is connected, bound together, by a common aspiration.*

## **Vision**

Administrators, teachers, parents, guardians, and students will become continuous, resourceful, engaged learners as well as ethical, responsible citizens ready to anticipate and address the complex challenges of a global technological society.

---

*Belief Statements articulate a manner of acting that is consistent with the articulated and agreed upon Mission as the school community works toward achieving its Vision.*

## **Belief Statements**

1. Gospel values permeate the curriculum and the total school environment.
2. Catholic schools aid parents in fulfilling their role as primary educators.
3. Catholic schools are learning communities where administrators, parents, teachers and students participate in lifelong learning.
4. Catholic schools utilize current and evolving electronic technologies in promoting communication within and beyond the local school community.
5. Learners develop as critical thinkers and creative problem solvers by accessing technology under the guidance and facilitation of the teacher.
6. Administrators, teachers, parents and students incorporate ethical practices and appropriate standards and protocols in the use of technology.
7. Curricular, co-curricular, extracurricular and administrative operations are improved by resourceful use of contemporary electronic technologies.
8. All members of the school community equitably access current technology.
9. The Office of Catholic schools and schools in the Archdiocese of Chicago model good stewardship in their use of available human and material resources.
10. Cooperative, collaborative teamwork is characterized by a dynamic, engaged learning community.
11. Technology is integrated in teaching, learning and assessment across disciplines.
12. The capacity of the school staff is strengthened by effective communication, adequate resources, ongoing professional development and mentoring.
13. Applications of technology support diverse learning needs (physically challenged, learning disabled, second language, accelerated learners, etc.).

## **Development of the Mission and Vision Statements**

The Technology Planning Advisory Committee articulated key concepts to reflect a common vision for technology infusion in Catholic schools of the Archdiocese of Chicago. Statements to describe how technology infusion furthers the mission of Catholic schools were crafted. Beliefs that guide actions toward the realization of the vision were developed.

These concepts and statements were compiled and edited by the Technology Management Team into the Mission, Vision and Belief Statements of the Technology Plan.

The Technology Planning Advisory Committee and the Superintendent of Schools and the Office of Catholic Schools (OCS) staff endorsed the draft.

**I. Overview**

The Office of Catholic Schools (OCS) is an organization of approximately 43 high schools and 261 elementary schools throughout the city of Chicago, and Lake and Cook counties. The OCS administrative offices are located at 155 E. Superior. Previous technology plans were completed in 1997 (certified by the National Catholic Education Association) and in 2002 (certified by the Illinois State Board of Education).

The revision of the technology plan for the Archdiocese of Chicago was dependent upon extensive data gathering, processing and analysis. In preparing the plan, OCS utilized a vast array of data sources to draw a picture of the current reality of technology integration within schools.

The annual technology survey provided data on local school planning, technology budgeting, network infrastructure, hardware inventory, teacher technology skills and future plans. An online teacher skills inventory was completed by 15% of the administrators and teachers.

All elementary schools, system-wide, participate in standardized testing in Grades 3, 5, and 7 using the Terra Nova II developed by CTB / McGraw Hill company. Data has been collected and analyzed over many years.

Teacher experience, education, and skills in planning, curriculum development, pedagogy, assessment, and technology use/integration were gleaned from surveys, discussion and participation in the technology planning committee.

Currently, the administrative organization of OCS is using PC's in a LAN environment. However, no WAN exists for the schools and OCS as a whole. Most schools have LANs, but many are only located in computer labs. Not all schools have Internet access, those that do use a variety of Internet Service Providers (ISPs) with a variety of connectivity (see the following drawing under **Current Infrastructure in Technology Deployment and Sustainability**).

OCS, through one full-time technology director and a manager of professional development in technology integration, provides materials, training, and guidance for schools in developing technology plans, applying for E-Rate funding discounts, professional development opportunities, grant opportunities and refurbished equipment distribution.

The Office of Information Technology (OIT) is another department in the Archdiocese of Chicago, which provides the following technology services to all schools:

- Advice and recommendations on sources and types of technical support.
- Support for office automation applications and related administrative tools.

Archdiocese of Chicago - June, 2005



- Guidance in technology purchases, policy development and strategic planning.
- Web-based e-mail accounts for school administrators

Local schools are responsible for providing:

- Direct technology maintenance services.
- LAN connectivity, network management and firewall security service.
- E-mail and Intranet services.
- Strategic planning, budget and procurement review processes.
- Policy or standards for procurement and maintenance of PC/LAN hardware and software.

Schools that have LANs and/or stand-alone PCs provide the following services to students and teachers:

- Access to global Internet resources using multiple Internet Service Provider (ISP) vendors.
- Localized e-mail services to principals, teachers and students.
- PC hardware acquisition that is based on a per school basis with no common standards.
- When available, a full or part-time technology director/coordinator or computer classroom teacher performs end-user support.

Technology and operational budget planning occurs only at the local school level with the scope of the plans varying greatly from school to school.

## **II. Community Involvement, Awareness and Equity**

Awareness of the benefits of technology used in the educational system is growing. All OCS professional staff can articulate the vision and goals of the technology plans to the schools with which they work and can also demonstrate competency in basic technology skills.

Archdiocese of Chicago - June, 2005

Many schools lack technology plans and staff development programs, but the situation is changing, 71 schools have technology plans. 100% of the schools respond to the yearly school technology survey. Schools with Technology Plans have engaged in a public awareness strategy as part of their Plans. OCS working with the Office of Information Technology (OIT) is disseminating information on expanded technology support for the schools. This includes information such as standards, vendors and model configurations.

Additional activities related to technology planning are also in process. OCS, OIT, and the Archdiocesan Facilities Services and Construction are working together to publish construction and renovation guidelines that schools can use to meet technological needs. Schools have implemented appropriate Electronic Communications / Internet Use Policy in their handbooks.

Over the course of the School Improvement Plan (SIP) cycle, all schools will have integrated their technology plans into their school strategic plans. OCS reviews every school's strategic plan over the course of six years.

Beginning with the 1998 Education and Technology Conference, OCS provided annual workshops for schools in using applications for school information systems. OCS working with OIT, continues to address emerging technology issues including the identification of acceptable administrative applications such as school administrative management packages. OCS Technology Management Team published assessment measures for the Technology Plan for schools in the Archdiocese of Chicago. This is an ongoing process. OCS Technology Management Team will publish implementation results for the first phase of the Technology Plan.

#### *Community Involvement Gaps*

- Continue promotion of the benefits of technology in education to schools and other stakeholders.

Currently, no policy or technology is in place to provide equitable access and availability to technology for all schools system-wide. Equity in access to educational technology remains an issue for many schools. Catholic schools struggle to find available resources to fund local technology plans. There is a strong need for a centralized technology funding campaign.

OCS contacts schools eligible to participate in funding for federal and state monies for technology yearly. Approximately 65% of all schools currently participate in seeking discounts via Universal Services Fund (E-rate).

#### *Equity and Availability Gaps*

- Provide a funding mechanism to support technology for schools.
- Decide on minimum technology standards for all Catholic schools and provide resources to close the gap for disadvantaged schools.

Archdiocese of Chicago - June, 2005

- Participate 100% in E-Rate discounts.
- Develop and provide access to a central database of OCS resources.

### **III. Curriculum, Instruction, Assessment and Engaged Learning**

OCS acts in an advisory, consultative and supportive role to the Catholic schools in the Archdiocese of Chicago. The Office continues to implement the 2002-2005 Technology Plan for Catholic schools. Strategies and initiatives have been implemented over the last three years to help meet the technology goals established in 2002. The Office of Catholic Schools is in the process of ongoing curriculum design and development. Revised and new curriculums include technology integration components. Workshop, curricular development materials and other professional services provided by the Office of Catholic schools have helped local schools integrate technology as a teaching, learning, and assessment tool.

Although the current curriculum development processes, as well as most curriculum modules within the Archdiocese are primarily paper-based, inroads are being forged into the use of electronic tools for curriculum development. Pilot programs in curriculum development have used Web-enriched and software resources. This electronic format allows for more efficient development and revision.

While teachers are utilizing more technology in the delivery of the core curriculum, few teachers use technological resources to assist with student monitoring and other assessment tasks. 95% of Catholic high school graduates attend college and post-secondary education yet there seems to be a need to develop programs in some Catholic high schools that could more adequately prepare young people in the technology skills used in the workplace.

The computer curriculum in most schools is treated as a separate subject and scheduled in a computer lab during a prescribed time. Even in schools with technology resources, there is limited technology integration in the delivery of core content such as language arts, math, or science. However, this situation is improving. The Technology Partnership Initiative with the Center for Teaching and Learning provide extensive teacher training in technology-rich problem based learning. Initiatives such as the Collaboratory Project at Northwestern University provide a focus and a forum for instructional improvement.

#### **Instructional Technologies**

OCS has limited instructional technologies currently in place but continues to seek out and identify a variety of options appropriate for schools in the Archdiocese of Chicago. Schools throughout the Archdiocese are integrating technology with instruction using a variety of strategies including: online field trips, e-mailing to experts, course syllabus, assignments and teacher feedback online, computer assisted design, graphic calculators with computer interface and Internet research.

#### ***Curriculum, Instruction and Engaged Learning Gaps***

Archdiocese of Chicago - June, 2005

- Use technology to develop, revise and share curricula effectively.
- Offer models for engaged learning activities for all class levels and the four core content areas
- Develop, promote and maintain a library of reliable, accessible educational resources such as approved software, Web sites, conferences, and publications.
- Determine a method whereby teachers can easily track student progress in attaining specific curricular goals as listed in the curricular guides.
- Continue to leverage limited local resources with the use of E-Rate discounts. Title funds and corporate grants to support the implementation of local technology plans.

#### **Student Assessment**

Most student record information is maintained on site. OCS does receive aggregate information on students on a per school basis. There is currently no system-wide standard for maintaining student information. There is also no system-wide standard for a student assessment system.

#### ***Student Assessment Gaps***

- Build a data warehouse of student information for tracking, evaluation and to drive decision-making (using aggregate numbers to maintain student privacy.)

#### **IV. Professional Development**

Initial implementations of the 2002 Technology Plan placed the greatest emphasis on staff professional development. Consequently, the greatest progress has been made in this area. OCS is creating staff development opportunities that move educators from acquiring isolated skills in the area of technology to integrating technology into the curriculum.

Computers, software and the Internet are amazingly effective and exciting teaching tools. But it takes more than high-tech equipment to succeed in the classroom. It takes a clear understanding of how to use these powerful tools to improve academic performance, and enhance student learning.

Previous teacher training programs have centered upon teaching software application skills in one-day workshops with little follow-up and support and with little connection to student learning outcomes. It has become clear that for systemic change to occur in schools, teachers must be provided with training that: 1) is hands-on, 2) interactive and online, 3) addresses varying levels of technical skill, 4) is directed toward student learning outcomes, 5) models the use of telecommunications tools, 6) provides skills to create engaged learning environments, 7) is sequential, 8) provides instructor follow-up and support, 9) is supported by school administration.

OCS has provided staff development opportunities that align to the new teacher technology competencies of the National Educational Technology Standards for Teachers (2000), the Illinois State Department of Education and to the ethical and religious dimensions of the Archdiocese of Chicago.

OCS, utilizing federal funding through a state competitive technology grant, has hired a manager of professional development in technology integration and has instituted a program of professional development for all schools. A partnership with the Center for Teaching and Learning (CTL) has leveraged resources and technological tools to provide training for over 900 teachers in a 12 month time period.

OCS and school personnel are incorporating technology into individual professional growth plans. Integration of technology into the curriculum and into the classroom are highly desired staff development topics. These topics are currently being addressed throughout the year via Saturday, weekday and evening workshops. Well over a thousand individuals have attended these workshops to date. These workshops are offered both at the OCS training center and at local sites. 80% of all school personnel have engaged in some staff development for technology.

Many schools are in need of comprehensive professional development plans. A Director of Professional Development was hired in 2003. The director has assessed past professional development opportunities and developed a needs assessment with input from school administration, teachers and OCS professional staff. Best practices are being identified and communicated to schools. A multi-year Staff Development Plan is developed as the local school engages in the School Improvement Process. Lack of OCS personnel has hampered efforts at follow-up and review of local plans.

"Teachers-training-teachers" appear to be the most successful staff development model employed within the Archdiocese. OCS has identified teachers within the system who can teach technology for the train-the-trainer model; they are currently being utilized.

#### **Teacher Development**

OCS has the following initiatives in place.

- OCS, in collaboration with the Center for Teaching and Learning (CTL), provides coursework to enable teachers and administrators to achieve a high level of technical competence.
- OCS offers workshops on developing and writing a school Technology Plan.
- Workshops at the OCS Gordon Tech lab site -A variety of workshops are offered. Workshops focus on technology infrastructure, technology software applications, and instructional technology/curriculum integration, Collaboratory projects and web quests.
- OCS has offered a variety of online courses utilizing an Internet application known as Moodle.
- Some personnel at individual schools are providing regional professional development to other schools in their area.
- DePaul University partners with selected inner-city schools to offer teacher training in engaged learning and application skills.
- Local schools are utilizing staff development offered by their local public school districts, area technology hubs and university programs.

## Principal Development

- At this time, no specific program has been developed. The 2004 Technology Seminar and Vendor Fair offered an opportunity for technology leaders to share ideas and visit with some Catholic school technology vendors.

## *Professional Development Gaps*

- Develop programs geared to a variety of achievement levels.
- Develop comprehensive staff development plans system-wide and on a school-by-school basis.
- Continue ongoing development of current program, making revisions based on identified effective methods.
- Develop additional partnerships with staff development providers including institutes of higher learning.
- Develop technology leadership seminars for school administrators.
- Adopt the NETS standards for administrators.
- Provide network and hardware maintenance training for local technology experts.
- Develop platforms where teachers may share technology integration successes and failures.

## School Technology Planning

Many schools have developed local technology plans and OCS is providing increasing levels of training and support in this area. Technology Planning was emphasized in 2002. OCS provided system-wide planning workshops that trained individuals engaged in the technology planning process for their schools.

Currently, OCS provides training to assist technology plan development. All schools are encouraged to develop a technology plan that allows access to additional federal funds. Schools are in varying stages of developing technology plans. Approximately 43% of schools have technology plans that meet Illinois State Board of Education (ISBE) criteria.

OCS uses train-the-trainer models to mentor schools that need technology planning. OCS created a World Wide Web accessible technology-planning template.

Publication of OCS guidelines for acceptable use policy of electronic communications in schools has been completed. At the local level, schools may create their own policy through the involvement of workgroups including principals, teachers and board members; OCS acts primarily as a facilitator. New federal e-rate requirements have necessitated the development of a School Internet Safety Policy.

Currently, across schools, there is no consistent technology role for library media staff. This has been changing. Also, new hires are more technologically savvy.

OCS provides materials and training to assist schools in applying for E-Rate discounts at the local level. One person at OCS is available for hotline assistance and individual help. Schools access approximately \$1.7 million in E-rate services each year.

Technology Educators for Catholic High Schools (TECHS) provide ongoing peer support. Members include technology coordinators at secondary schools within the Archdiocese. They meet four times yearly to exchange ideas but communicate often through e-mail.

A technology listserv was developed in 2004 and continues to be a major communication and collaboration vehicle among local school technologists.

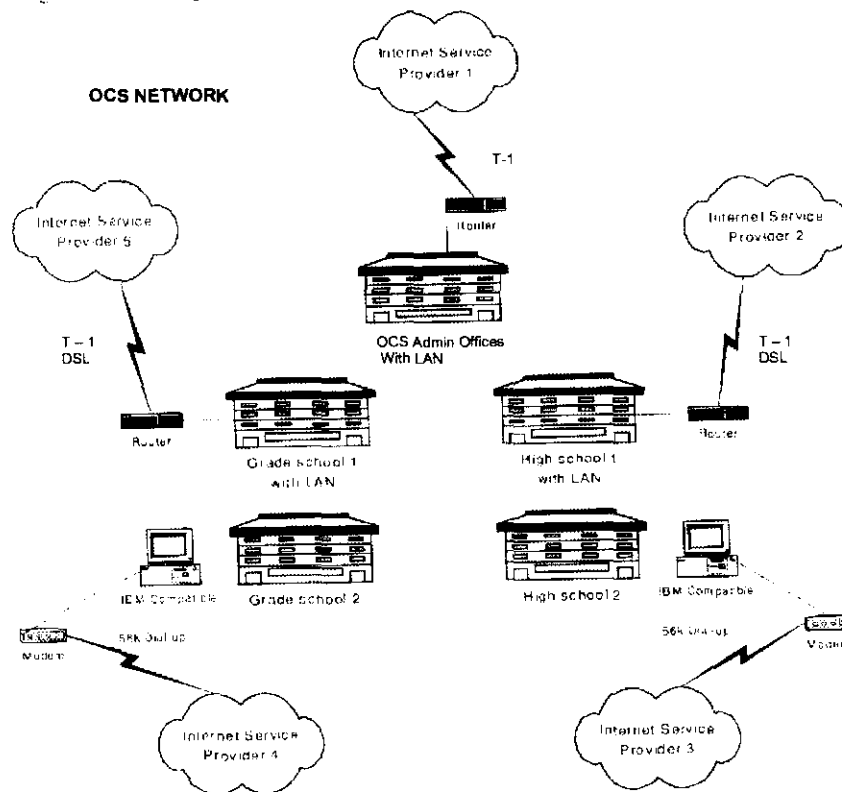
### *School Technology Planning Gaps*

- Increase technology planning support for schools to enable a greater number of schools to complete their technology plans.
- Develop a local school planning template that shares the vision and goals of the OCS plan.
- Encourage the development of an elementary school technology support group.

## **V. Technology Deployment and Sustainability**

### **Current Infrastructure**

Following is a network diagram and school technical demographics/statistics.



Archdiocese of Chicago - June, 2005

## Technology Infrastructure Statistics

2001 - 2002	2004 - 2005
<b>E-rate Discounts</b> 160 schools applied for discounts in 2001 - 2002. Total awards were \$2,596,827.07.	90 schools applied for E-rate discounts in 2003 - 2004. Total awards were \$1,841,346.94
<b>Computer to Student Ratio</b> Elementary - 6.2:1 Secondary - 4.5:1 All Schools - 5.67:1	Elementary - 5.62:1 Secondary - 3.66:1 All Schools - 4.91:1
<b>Student Internet Access</b> 89% report usage	95% report usage
<b>School E-mail Access</b> 68% report some access	100% report some access
<b>LAN</b> 73% of schools have a LAN 71% of elementary classrooms are wired 86% of secondary classrooms are wired	91% of schools have a LAN 80% of elementary classrooms are wired 96% of secondary classrooms are wired
<b>Teacher Skills</b> 76% have some to advanced experience. 6% have little to no experience.	82% have some to advanced experience. 3% have little to no experience.
<b>Budgets</b> Total technology budget for elementary is \$2,834,673 with an average \$13,828.  Total for secondary is \$2,721,224 with an average of \$76,611. Total schools budget is \$5,555,897.	Total technology budget for elementary is \$3,185,456 with an average \$15,389 and a median of \$8000.  Secondary total is \$2,607,161 with an average of \$72,421 and a median of \$33,973. Total schools budget is \$5,792,617.

The high schools are more technologically advanced since they use the latest technology in desktop and laptop computers. The grade schools are further behind technologically since the majority of their equipment is Pentium II or older Mac's.

### *Infrastructure Gaps*

- Provide connectivity to the Internet and between schools and OCS.

### **Procurement**

Currently, OCS does not offer central purchasing for technology. OIT advises on standards and may recommend vendors. Recent initiatives have produced vendor websites dedicated to Archdiocese of

Archdiocese of Chicago - June, 2005



Chicago schools purchases at special pricing. Agreements have been developed for special pricing on Microsoft and educational software.

#### ***Procurement Gaps***

- Develop a central inventory tracking system enabling OCS to analyze purchasing/replacement trends, which, in turn, could enhance system-wide technology planning.

#### **Maintenance and Support**

Many schools have a technology coordinator. It is the coordinator's responsibility to support technology as much as possible at the local school. Additionally, OCS may recommend outsourcing hardware repair and networking solutions to various vendors without any means of centrally tracking timelines and quality. Much technology support on the elementary level is provided through parent volunteers.

#### ***Maintenance and Support Gaps***

- OCS and OIT should provide schools with additional leadership, guidance and services.
- OCS should develop training for local school support to do basic network and hardware maintenance.
- OCS and schools should develop strategies to address the need for affordable maintenance and support.

#### **Collaboration and Communication Tools**

Virtually all schools use computers to support an element of their administrative information management needs, though there is a wide variation in the levels of use, the types of hardware installed, and the applications employed. More schools are using electronic communication vehicles on a daily basis.

The OCS Web site is utilized to communicate timely information to school personnel, parents, and stakeholders. The Technology Page newsletter updates schools on technology developments and resources. It is distributed through e-mail and the OCS Web site on a monthly basis.

Across all schools, there is still extensive reliance on paper records. This is changing through the use of e-mail currently available for OCS and a growing number of schools. Currently, 100% of the schools have facsimile accessibility.

All schools and OCS are able to communicate electronically through the Archdiocese Internet-based e-mail system. All newsletters, broadcast information and policy and procedure changes are delivered to schools electronically.

OCS provides many documents as electronic templates. Reporting forms for the Illinois State Recognition Process, the OCS School Improvement Process, teacher and principal contracts are available to schools.

The Pastoral Center, including OCS, is networked to handle office automation functions for professional and support staff. Major OCS data responsibilities that require additional administrative computing support include the school evaluation process, shareholders' report, faculty database, elementary school survey, high school survey, 8<sup>th</sup> grade post graduation plans and governmental liaison information.

#### *Collaboration and Communication Tools Gaps*

- Increase communication between schools and homes using the growing availability of electronic means.

#### *Coordination of Technology Initiatives Gaps*

- Increase guidance and support in selecting and implementing administrative and office automation applications:
  - Electronic student records management,
  - Electronic tuition and budget management,
  - Alternative electronic assessment.

**SECTION 6A**
**STAKEHOLDER COMMUNITY INVOLVEMENT**

**Goal: 1** Catholic schools, in partnership with the surrounding local and global communities, discover and leverage the educational, financial and technical resources available.

Strategy and/or related Purchase	Phase Year	Person(s) Responsible	Expected Finish Date	Cost	Funding Source
A. Identify, publish and centrally update sources for funding of technology initiatives.	All	Technology Director / Committee	Ongoing	(time)	
B. Assist and enable parishes and schools to conduct local campaigns in support of education technology implementation.	All	Technology Director / OCS Marketing	Ongoing	(time)	
C. Create materials to plan a successful development campaign.	1, 2	Local school administrator / Technology Committee	2007	\$2000	Local budget
D. Ensure local technology plans address how community resources will be discovered and leveraged.	All	Local school administrator / Technology Committee	Ongoing	(time)	

**Goal: 2** Catholic schools strive for equity in Archdiocesan-wide uses of technology.

Strategy and/or related Purchase	Phase Year	Person(s) Responsible	Expected Finish Date	Cost	Funding Source
A. Establish a cost-effective source for technical support.	2, 3	Technology Director / OIT	2008	(time)	
B. Expand the network for efficient donation and refurbishment of technology.	All	Technology Director / Committee / OIT	Ongoing	(time)	
C. Identify and cooperate with local and national foundations to secure resources; target schools with critical needs.	All	Big Shoulders / OCS Staff / Sponsored Programs	Ongoing	(time)	
D. Access e-rate discounts for all schools.	All	Local schools / Technology Director	Ongoing	(time)	

Archdiocese of Chicago - June, 2005

<b>Goal: 3</b>	<b>Catholic schools utilize OCS and local resources to maximize Archdiocesan, school, family and community communication</b>
----------------	--

Strategy and/or related Purchase	Phase Year	Person(s) Responsible	Expected Finish Date	Cost	Funding Source
A. Disseminate information and outcomes of the OCS Technology Plan to all stakeholder groups.	1	Technology Director	2006	\$500	OCS Budget
B. Maintain the Archdiocesan-wide planning advisory committee to monitor the ongoing development and implementation of the education technology goals for instruction, administration and communication.	All	Technology Director	Ongoing	(time)	
C. Ensure that every local school has a web site.	1, 2	Technology Director / OIT / TECHS	2007	\$5000	Archdiocesan budget / local school budget
D. Develop and implement a plan to allow parental access of student records, attendance and grades.	2, 3	Local school / Tec. Director / OCS Data Research	2008	\$900,000	Local school budget / grants
E. Develop and implement strategies to provide parents with the tools to understand their child's technology use and protect their children at home.	1	Technology Professional Development Director / Local school administrators	2006	\$5000	Technology Professional Development Initiative

<b>Goal: 4</b>	<b>Catholic schools will develop local school addendums to the OCS plan incorporating the mission, vision and major goals and strategies.</b>
----------------	---

Strategy and/or related Purchase	Phase Year	Person(s) Responsible	Expected Finish Date	Cost	Funding Source
A. Determine, propose and sponsor strategies enabling all schools to update comprehensive technology plans based on the goals of the OCS plan.	1	Technology Director / Committee	2006	(time)	

Archdiocese of Chicago - June, 2005

B. Develop guidelines and provide planning information for all schools.	1	Technology Director / Committee	2006	\$500	OCS Budget
C. Ensure that local school technology plans are incorporated into the next cycle of the School Improvement Process	2, 3	S.I.P. Revision Team	2008	(time)	

Archdiocese of Chicago - June, 2005

**SECTION 68****CURRICULUM AND INSTRUCTION**

**Goal: 5** Catholic schools integrate diverse technologies identified by scientifically based research into the process of teaching, learning and assessing in all disciplines at all instructional levels.

Strategy and/or related Purchase	Phase Year	Person(s) Responsible	Expected Finish Date	Cost	Funding Source
A. Use learning activities that stress teamwork, complex thinking, authentic assessments that address real-world problems.	1, 2	Principal/Teachers	2007	Speaker Fees	Local School Budget
B. Highlight best practice in technology principles at curriculum workshops.	1, 2	OCS Curriculum Director	2007	(time)	
C. Incorporate technology integration strategies within the agenda of the Curriculum Advisory Committee.	1	OCS Curriculum Director / Technology Director	2006	(time)	
D. Investigate the development of incentives to encourage educators to incorporate technology in instruction in innovative ways.	1	Technology Director / Superintendent	2006	(time)	
E. Identify and publish the location of model classrooms and schools that incorporate best practice in technology integration and effective teaching and learning.	1	Technology Director	2006	(time)	

<b>Goal: 6</b>	<b>Catholic schools, independently and collaboratively use technology to communicate, access, analyze and evaluate information.</b>
----------------	---

Strategy and/or related Purchase	Phase Year	Person(s) Responsible	Expected Finish Date	Cost	Funding Source
A. Engage students in problem based learning within the curriculum using the Indicators of Learning and the Six Essential Learnings.	All	OCS Staff / Principals / Teachers	Ongoing	Speakers	Local budgets / Title grants
B. Develop a system-wide strategy for the attainment of student technology competencies.	2	OCS Staff / Principals / Teachers	2007	(time)	
C. Develop an alignment of technology and learning initiatives within existing school improvement areas.	All	Principals / teachers	Ongoing	(time)	
D. Provide resources ( listservs, chat rooms, forums, etc.) that allow for collaboration among teachers in curriculum development, joint class projects and mutual growth.	2	Technology Director / OIT / OCS Staff	2007	\$1000	OCS budget

<b>Goal: 7</b>	<b>Catholic schools align technology initiatives with school improvement goals for curriculum, instruction, and assessment.</b>
----------------	---

Strategy and/or related Purchase	Phase Year	Person(s) Responsible	Expected Finish Date	Cost	Funding Source
A. Ensure that curricular programs and written curriculum appropriately infuse technology into academic content and teaching strategies.	All	OCS Staff / Principal / Teachers	Ongoing	(time)	
B. Identify and publish promising practices through OCS news vehicles.	All	OCS Staff	Ongoing	(time)	
C. Encourage leadership in developing innovative pilot projects.	All	Principals	Ongoing	(time) cost of project support	Local budgets

Archdiocese of Chicago - June, 2005

**SECTION 6C****PROFESSIONAL DEVELOPMENT**

**Goal: 8** Catholic School professional staff (Administrators, Teachers, Librarians, Specialists) and support staff demonstrates competencies in technology skills and practices related to their responsibilities.

Strategy and/or related Purchase	Phase Year	Person(s) Responsible	Expected Finish Date	Cost	Funding Source
A. Identify a person or persons at each school to form a technology committee or focus group to forward Archdiocesan and local technology goals.	1	Technology Director / Principal / Local Tech Coordinator	2006	(time)	
B. Adopt and disseminate the NETS (National Educational Technology Standards) for administrators, teachers and students.	1	Technology Director / Committee / Principal	2006	Publishing costs	OCS Budget
C. Identify or develop tools to measure the attainment of professional and support staff technology competencies and to certify their achievement.	1	Technology Director / Vendor Partners	2006	\$20,000	Grants
D. Ensure that school level and/or individual staff development plans appropriately infuse technology.	All	Principal / Teachers	Ongoing	(time)	
E. Identify staff development providers who can address local in-service needs for both individuals and faculties.	1	Technology Director	2006	(time)	

Archdiocese of Chicago - June, 2005



<b>Goal: 9</b>	<b>Building level administrators become technology leaders.</b>
----------------	---

Strategy and/or related Purchase	Phase Year	Person(s) Responsible	Expected Finish Date	Cost	Funding Source
A. Increase participation of administrators in technology leadership training.	All	Tech director / PD director / principals	2008	Speakers	Local budgets / grants
B. Ensure that technology competencies for professional and support staff are a component of the annual evaluation.	2	Principal	2007	(time)	
C. Ensure that local professional and support staff handbooks will include the Technology Standards for Illinois Teachers <a href="http://www.isbe.net/profprep/CASCDvr/Wd97/24120_coretechnology.doc">http://www.isbe.net/profprep/CASCDvr/Wd97/24120_coretechnology.doc</a>	1	Principal	2006	(time)	
D. Ensure that new principals and new teacher orientation sessions include technology expectations, training and standards.	1	OCS Staff	2006	Speakers	OCS Budget / local budget

<b>Goal: 10</b>	<b>Professional Development in technology integration resources are identified and communicated to school personnel.</b>
-----------------	--

Strategy and/or related Purchase	Phase Year	Person(s) Responsible	Expected Finish Date	Cost	Funding Source
A. Develop a Curriculum web link that includes technology integration resources.	1	Technology Director	2006	(time)	
B. Establish elementary level technology coordinators groups based upon the model of the Technology Educators for Catholic High Schools (TECHS)	All	Technology Director / TECHS / Local Tech Coordinator	2007	(time)	
C. Provide assistance to local schools to access federal and external grant resources.	All	Sponsored Programs Department	Ongoing	(time)	

Archdiocese of Chicago - June, 2005